



## FORD ELEMENTARY

601 Lucas Avenue  
Laurens, SC 29360

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	481 Students	
<b>Principal</b>	Dianne Simmons	864-984-3986
<b>Superintendent</b>	Billy R. Strickland	864-984-3568
<b>Board Chair</b>	Rev. Charlie Short	864-681-3664

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Average</b>	<b>Average</b>
2010	Below Average	Average
2009	Average	Average
2008	Below Average	Below Average
2007	Below Average	Below Average

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>  
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2010-11 whose 2009-10 test scores were located

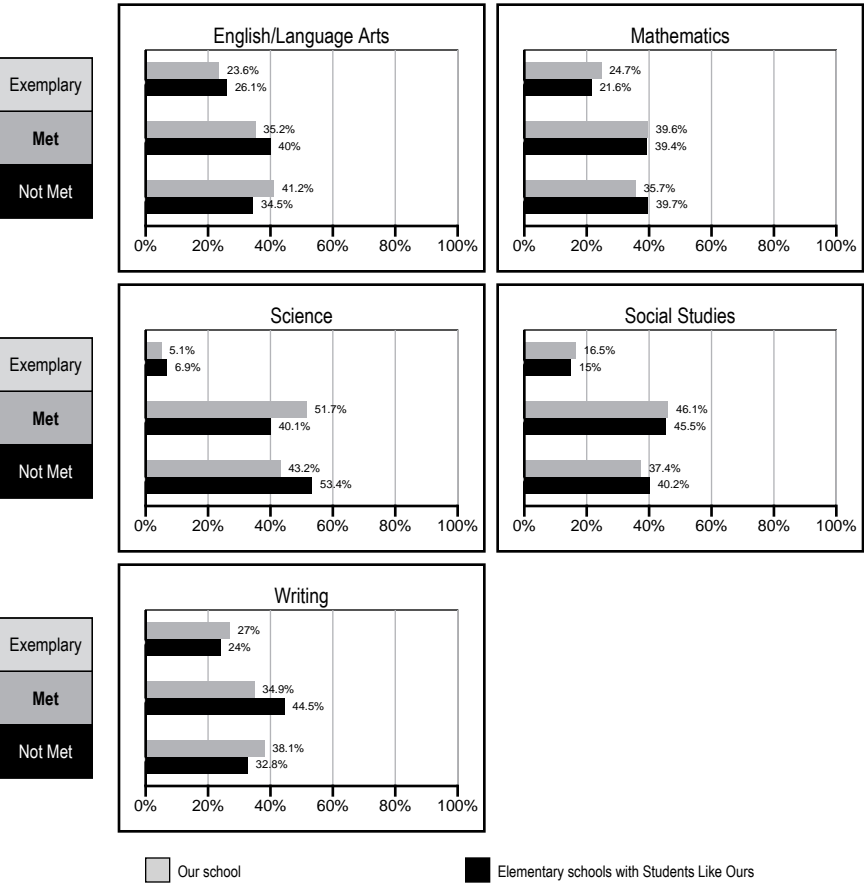
97.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
1	6	78	49	23

\* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=481)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	4.3%	Down from 4.4%	1.5%	1.1%
Attendance rate	95.6%	Up from 95.3%	96.0%	96.2%
Served by gifted and talented program	5.5%	Up from 1.4%	5.2%	13.4%
With disabilities other than speech	6.4%	Down from 8.4%	4.3%	4.1%
Older than usual for grade	2.7%	Down from 5.2%	0.6%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=26)</b>				
Teachers with advanced degrees	61.5%	Up from 54.8%	61.9%	62.5%
Continuing contract teachers	92.3%	Up from 77.4%	82.0%	88.2%
Teachers returning from previous year	77.2%	Down from 78.6%	84.4%	87.8%
Teacher attendance rate	94.5%	Down from 94.8%	95.2%	95.2%
Average teacher salary*	\$45,373	Down 0.1%	\$45,155	\$46,773
Professional development days/teacher	8.8 days	Down from 10.4 days	10.6 days	10.5 days
<b>School</b>				
Principal's years at school	3.0	Up from 2.0	3.0	4.0
Student-teacher ratio in core subjects	21.8 to 1	Up from 17.6 to 1	17.5 to 1	19.9 to 1
Prime instructional time	88.9%	Down from 89.4%	90.4%	90.4%
Opportunities in the arts	Poor	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	85.5%	Down from 89.9%	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$7,243	Down 4.0%	\$8,566	\$7,447
Percent of expenditures for instruction**	64.7%	Down from 66.7%	67.6%	68.4%
Percent of expenditures for teacher salaries**	62.7%	Down from 63.9%	63.9%	65.8%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

The Ford Elementary community is comprised of students and staff who display the attributes of being “Proud, Productive, Respectful and Responsible” citizens. Our teachers also incorporate these attributes into daily instruction. At Ford, we believe that “every child can learn.” Our vision is to be a school of excellence through engaging and appropriately challenging educational practices for all learners. We also believe that family and community involvement are vital to a child’s total education. We have formed several community partnerships with businesses and church groups. These partnerships help to support our summer program by providing funds and volunteers. Ford is a Title I school with a large portion of the population being English language learners. We are a diverse community that comes together to form one team. We proudly celebrate our historical roots and our cultural differences. We are proud to be Ford Eagles.

Dianne Simmons, Principal  
Kris Krystiniak, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	12	63	24
Percent satisfied with learning environment	100.0%	91.7%	79.2%
Percent satisfied with social and physical environment	100.0%	88.3%	75.0%
Percent satisfied with school-home relations	83.3%	88.1%	83.3%

\* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress	NO
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This school met 15 out of 25 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.1%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.6%	94.0%**	Yes

\* Or greater than last year

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)**

All Students	201	100	41.4	34.9	23.7	71	79.7	82.4	No	Yes
<b>Gender</b>										
Male	100	100	46.2	36.3	17.6	67	76.1	78.7	N/A	N/A
Female	101	100	36.8	33.7	29.5	74.7	83.6	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	84	100	30.4	32.9	36.7	79.7	84.9	88.9	Yes	Yes
African American	52	100	41.9	37.2	20.9	67.4	71.8	72.9	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	93	I/S	I/S
Hispanic	64	100	54	36.5	9.5	63.5	70.9	79.3	No	Yes
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	83	I/S	I/S
<b>Disability Status</b>										
Disabled	32	100	81.3	12.5	6.3	25	51.3	48.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	61	100	55.7	36.1	8.2	62.3	70	78.3	No	Yes
<b>Socio-Economic Status</b>										
Subsidized meals	190	100	43.4	34.9	21.7	69.7	75.6	75.4	No	Yes

**Mathematics - State Performance Objective = 79.0% (Met or Exemplary)**

All Students	201	100	35.5	39.8	24.7	72.6	78.6	81.9	No	Yes
<b>Gender</b>										
Male	100	100	38.5	36.3	25.3	73.6	76.8	79.9	N/A	N/A
Female	101	100	32.6	43.2	24.2	71.6	80.6	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	84	100	19	49.4	31.6	83.5	83.6	88.9	Yes	Yes
African American	52	100	51.2	30.2	18.6	65.1	70.7	71.4	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	94.6	I/S	I/S
Hispanic	64	100	46	33.3	20.6	63.5	70.9	81.1	No	Yes
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	32	100	71.9	21.9	6.3	37.5	48.9	47.3	I/S	I/S
<b>Migrant Status</b>										
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	61	100	47.5	34.4	18	62.3	71.9	81.4	No	Yes
<b>Socio-Economic Status</b>										
Subsidized meals	190	100	37.1	37.7	25.1	71.4	74.3	74.9	No	Yes

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
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**Science**

All Students	131	100	43.8	50.4	5.8	56.2	62.4	68.6
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**Gender**

Male	54	100	44.9	46.9	8.2	55.1	63	68.3
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Female	77	100	43.1	52.8	4.2	56.9	61.9	68.9
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**Racial/Ethnic Group**

White	53	100	20.4	67.3	12.2	79.6	73.1	80.7
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African American	34	100	N/AV	N/AV	N/AV	39.3	46.3	51.4
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Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	85.3
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Hispanic	43	100	58.1	39.5	2.3	41.9	47.7	61.6
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American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	70.8
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**Disability Status**

Disabled	19	100	68.4	26.3	5.3	31.6	34.3	35.7
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**Migrant Status**

Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	42.9
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**English Proficiency**

Limited English Proficient	41	100	N/AV	N/AV	N/AV	36.6	47.7	60.7
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**Socio-Economic Status**

Subsidized meals	123	100	46.9	47.8	5.3	53.1	55.6	57.3
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**Social Studies**

All Students	125	100	37.1	45.7	17.2	62.9	67.7	72.5
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**Gender**

Male	69	100	32.3	41.9	25.8	67.7	68.3	72
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Female	56	100	42.6	50	7.4	57.4	66.9	73.1
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**Racial/Ethnic Group**

White	55	100	25	50	25	75	75.2	81
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African American	30	100	32	56	12	68	57.2	60
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Asian/Pacific Islander	N/A	N/AV	I/S	I/S	I/S	I/S	I/S	89
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Hispanic	40	100	56.4	33.3	10.3	43.6	50.8	69.6
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American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.5
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**Disability Status**

Disabled	20	100	55	35	10	45	41.3	40.5
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**Migrant Status**

Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	53.8
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**English Proficiency**

Limited English Proficient	39	100	56.4	33.3	10.3	43.6	50	69.7
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**Socio-Economic Status**

Subsidized meals	117	100	38	46.3	15.7	62	61.3	62.9
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Abbreviations for Missing Data

N/A–Not Applicable

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N/R–Not Reported

I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	68	95.6	37.1	35.5	27.4	62.9	70.2	73.2	95.6	95.8
Gender										
Male	39	94.9	44.4	36.1	19.4	55.6	61.8	67.2	95.4	95.8
Female	29	96.6	26.9	34.6	38.5	73.1	79	79.4	95.8	95.9
Racial/Ethnic Group										
White	28	92.9	30.8	46.2	23.1	69.2	75	81.5	93.6	95.5
African American	20	95	29.4	23.5	47.1	70.6	61.8	61.3	96	96.2
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	96.3	96.7
Hispanic	20	100	52.6	31.6	15.8	47.4	61.1	66.7	97.6	96.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	94.5
Disability Status										
Disabled	10	I/S	I/S	I/S	I/S	I/S	28.7	26	94.7	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	99.3	99.3
English Proficiency										
Limited English Proficient	18	100	50	33.3	16.7	50	64.4	65.7	97.8	97.4
Socio-Economic Status										
Subsidized meals	66	97	37.7	34.4	27.9	62.3	64.5	63.2	95.8	95.5

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	63	100	37.3	35.6	27.1	62.7
	4	66	100	34.4	45.3	20.3	65.6
	5	77	98.7	28.2	50.7	21.1	71.8
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	81	100	41.9	27	31.1	58.1
	4	55	100	49	33.3	17.6	51
	5	65	100	34.4	45.9	19.7	65.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2010	3	63	100	47.5	32.2	20.3	52.5
	4	66	100	32.8	45.3	21.9	67.2
	5	77	100	29.2	50	20.8	70.8
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	81	100	39.2	33.8	27	60.8
	4	55	100	39.2	35.3	25.5	60.8
	5	65	100	27.9	50.8	21.3	72.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2010	3	31	100	62.1	31	6.9	37.9
	4	64	100	37.1	53.2	9.7	62.9
	5	39	97.4	25	72.2	2.8	75
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	42	100	48.7	46.2	5.1	51.3
	4	55	100	39.2	54.9	5.9	60.8
	5	34	100	45.2	48.4	6.5	54.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	33	100	51.6	29	19.4	48.4
	4	65	98.5	33.9	54.8	11.3	66.1
	5	38	97.4	44.1	47.1	8.8	55.9
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	39	100	31.4	48.6	20	68.6
	4	55	100	43.1	47.1	9.8	56.9
	5	31	100	33.3	40	26.7	66.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2010	3	62	98.4	44.8	37.9	17.2	55.2
	4	67	94	41.7	43.3	15	58.3
	5	76	96.1	28.6	50	21.4	71.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2011	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	68	95.6	37.1	35.5	27.4	62.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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